

## **CHAPTER V**

### **CONCLUSION**

This chapter concludes findings and discussions which have been mentioned in previous chapter. This also presents implication and limitation of the study. The recommendations are also included for future study in the end of this chapter.

#### **5.1. Conclusion**

The research concludes that 27 engineering students have the paraphrasing difficulties, but only 16 students who use online paraphrasing tools to paraphrase an essay. The researcher examined the paraphrasing difficulties witnessed by the 16 engineering students with four aspects: content, structure, language use, and paraphrasing strategy. In terms of content, students have the challenge in paraphrasing. It is the most challenging one in writing skill. Paraphrasing is the critical challenge in academic writing. In terms of structure, the students find it difficult to use punctuation correctly. Punctuation marks provide words with meaning and they can change the meaning of words if they are not used correctly. In terms of language use, the students feel difficult to identify the types of part of speech. This refers to the students' lack of lexical knowledge. The last is the difficulties in paraphrasing strategy, the students feel that their paraphrases does not state the same information with the source text.

The results also revealed that online paraphrasing tools could help students the most in dealing with those difficulties in terms of grammar, structure, vocabulary, and paraphrasing strategy. The students can use online paraphrasing tools or article spinners in ways that avoid detection by originality checking software such as Turnitin®. Additionally, the use of web based tools can be the excellent sources for teaching writing skills in an interactive way, so the students can use the online paraphrasing tools as the source to make a better writing especially paraphrasing essays, but still the tools cannot do all steps of

paraphrasing, as reading or understanding texts are not applied by the online paraphrasing tools.

## **5.2. Implication of the study**

Findings of the research have a number of implications. As given from the findings, paraphrasing is considered as the most challenging skill. Therefore it needs much attention that in paraphrasing text, it could not be mastered instantly. The students' perspectives on paraphrasing difficulties illustrate how they face the problems and what they want from the lecturers.

## **5.3. Limitation of the study**

In the meantime, as this research only examined a limited number of participants and at one English class in Faculty of Engineering, Universitas Negeri Jakarta, it is difficult to generalize the result of the study to other contexts. Therefore, further research is needed in which a more significant number of participants should take part in, and a variety of research instruments should be employed to gain depth insight about academic writing difficulties and the role of paraphrasing.

## **5.4. Recommendation**

According to the findings stated above, the present study puts forward the following recommendations:

Firstly, teaching paraphrasing skill to the students is not an easy task. Both teachers or students should be serious to learn how to write paraphrase because language use is the greatest difficulty encountered by students in academic writing. For that reason, they should adopt and improve their teaching strategies to remove their language barriers. Moreover, the engineering students' level of English comprehension is usually less than other students remembering that they usually do the practical things than theoretical things. Therefore, teachers are recommended to elaborately select model compositions before the writing task, which can provide meaningful reference for students and can serve as comprehensible input.

In dealing with paraphrasing difficulties, teachers are recommended to use paraphrasing strategies as mentioned in previous chapter. Then the teachers should give the students practices in doing paraphrasing. In order to overcome the paraphrasing difficulty, there is a need to utilise Content-Based Instruction to make the links between writing skills and learners' disciplines tangible and that pre-degree preparation needs to include extensive writing practice which would help students become familiar with academic writing demands.

In dealing with punctuation problems, students need to learn grammar and its aspects comprehensively. Grammar is a part of language which has to be learned by the learners of a language. Learners have to produce the sentences grammatically so that the sentences or utterances can be delivered well, as well as the writing can be easily understood by the readers. The learners have to apply the rules of grammar on the sentences they produced. Implicitly, the learners who are good at grammar could probably produce a good writing. It is supported that writing as a productive skill requires the writers have the grammar knowledge when they would like to produce writing. Supported by the explanation above, grammar is such a crucial thing to be learned, especially to produce a good writing.

In dealing with part of speech, students need to read some articles or a reading text. They should analyze the words from the text, to know the kinds of part of speech. Lectures should give them a guidance to pay attention to the language features and urge them to process the useful language items and store them into their memory. Moreover, students should be encouraged to use new words, expressions and sentence patterns that they have acquired, thus, promoting their vocabulary acquisition and linguistic competence. Vocabulary acquisition is a long and complex process, and only through considerable language intake and usage can engineering students eliminate the language barriers to successful English writing. In this process, paraphrasing tools take part. When they meet unfamiliar words, lectures should allow them to open the tools to check the synonym of it and found the part of speech.

In dealing with the paraphrase which does not state the same information with the source text, the students can use paraphrase generator or can be said as

paraphrasing tools. Paraphrase generation refers to a task in which given a sentence the system creates paraphrases of it. Paraphrase generation is an important task in NLP (Natural Language Processing), which can be a key technology in many applications such as retrieval based question answering, semantic parsing, query reformulation in web search, data augmentation for dialogue system. However, due to the complexity of natural language, automatically generating accurate and diverse paraphrases is still very challenging.

Those all can be summed up that online paraphrasing tools can overcome the students' difficulties in paraphrasing. The tools employ the students in changing synonym, changing part of speech, changing the word order, changing active to passive or vice versa, and stating the original text from the source. Although the tools can do all of the paraphrasing strategies, it cannot do all of the steps in paraphrasing. As people know that the first thing to do with paraphrasing is to understand or read the text, but the online paraphrasing tools cannot do the reading process. The tools also could not give the 100% accurate paraphrase because the citation should be typed manually by the students.

